



ACADEMIC ENGLISH
MASTERY PROGRAM



Grade 2 Informative Writing Lessons

Authored by CLR Fellows: Regina Myles and Thuong Ha

2nd Grade MELD Lessons Aligned to CCSS Informational Writing

Overview

This series of MELD lessons are set up as a buffet of ideas. Please choose according to the needs of your students. You may also speed up or slow down per the needs of your students.

Breakdown

Each day has three major focus areas:

- I. New/Review Concepts
- II. Writing Time
- III. Revision Time

Technology Enhancement

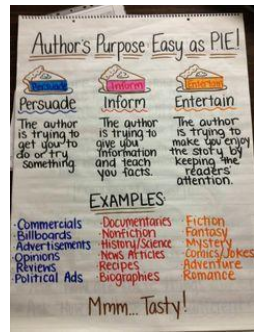
Enhancements are included and suggested for 1:1 iPad classrooms and computer classrooms.

	Day 1: Identify Characteristics of Informational Writing/Pre-assessment
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W.2.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p>

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Responsive Classroom Management: Discussion Protocols (**DP**) Participation Protocols (**PP**)

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Materials and Resources	<ul style="list-style-type: none"> Teacher-created anchor charts <ul style="list-style-type: none"> Author's/Writer's Purpose Traits of Informational Writing Graphic organizer Author's purpose. (1 per group) Unlined paper (1 per student) Lined paper (1 per student) <u>Student Checklist</u> Lucy Calkin's <i>Writing Pathways</i>, page 134 Periodic Assessment 2nd grade Rubric ccss.lausd.net Mentor text (teacher chosen from <i>CA Treasures</i>, use a previously read text) or use "Facts About Baby Wolves" (in Resources) A Writer's Notebook or Resource Folder for each student
Essential Question "Big Idea"	<i>"What is informational writing?"</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<p>Intended Student Learning Outcomes:</p> <ul style="list-style-type: none"> Identify purposes for writing. Students complete an on-demand assessment providing insight into their needs and areas of strength.
Instructional Strategies	<p><u>Review Concepts:</u> Author's and Writer's Purpose</p> <ol style="list-style-type: none"> Review various purposes for writing. Refer to anchor chart "Author's Purpose: Easy as P.I.E." (Prior Knowledge) Students are told they will participate in an activity where they will only focus on writing to inform and writing to entertain. Students use "Roundtable" (Hollie, 162) (DP, IC, CCLE) to complete a graphic organizer categorizing titles from <i>California Treasures</i> by author's purpose. (AGO) Each table needs to find 3 titles in each column within an allotted time period. Groups will share their findings with the whole group. Using "Roll 'Em" (PP, IC) <p><u>Writing Time:</u> Pre-assessment</p> <p>Whole Group</p> 

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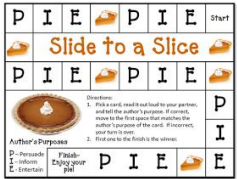
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<p>INFORMATIVE WRITING</p> <p>I nclude an opening paragraph that tells the topic.</p> <p>N ame facts in the body of your article.</p> <p>F ollow the facts with supporting details.</p> <p>O rganize your writing with transition words.</p> <p>R efer to the topic and include key vocabulary.</p> <p>M ake a closing paragraph related to your topic.</p>	<ol style="list-style-type: none"> 1. Students are told they will write with a purpose also. They will create a piece of informational writing that shows they are an expert on a topic. (Set Purpose) 2. The characteristics of informational writing are introduced. Teacher explains each point in detail providing examples from mentor texts previously read in class from the <i>California Treasures</i> anthology or “Facts About Baby Wolves”. (Mentor Text) 3. Pre-write: Students will write an informational piece as a pre-assessment using the following prompt: <i>“Think of a topic that you’ve studied or that you know a lot about. Today, you will have time to write an informational text that teaches others about interesting and important information and ideas about that topic. You will only have this one period where you will plan, draft, revise, and edit in one sitting.”</i> -Adapted from <i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins) <p>Small Group:</p> <ol style="list-style-type: none"> 1. Students use “Think-Pair-Share” (DP) to share their topic with their “elbow partner”. Then “Whip Around” (PP) is used as each student shares their topic with the whole group. <p>Independent Work:</p> <ol style="list-style-type: none"> 1. Students are directed to fold a sheet of paper to make four boxes. (Step 1: Fold your paper like a laptop. Step 2: Fold your paper like a grilled cheese sandwich.) They are to write one fact about their topic in each box. They will draw a picture to illustrate each fact. (AGO) 2. Teacher introduces the Informational Writing Rubric and Student checklist prior to students completing their draft of the on-demand writing assessment. Use the teacher chosen Mentor Text as an example and model evaluating the Mentor Text using the Rubric and Checklist. Students add the Rubric and Checklist to their Writer’s Notebook or Resource Folder. 3. Students complete draft.
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	<p><u>Revision Time:</u> Evaluation</p> <ol style="list-style-type: none"> Students use checklist to review their writing, self-evaluate, and revise before turning in pre-assessment. Collect and examine for common issues that need to be addressed in mini-lessons throughout the ten-day lesson prior.
Academic Language	<ul style="list-style-type: none"> Informational Writing Rubric Author's Purpose Mentor Text
Differentiation : Intervention / Enrichment	<div>  <p>Slide To A Slice</p> <p>Directions:</p> <ol style="list-style-type: none"> Put a card read it out loud to your partner, and tell the author's purpose. If correctly, move to the first space that matches the author's purpose of the card. If incorrect, one turn is lost. First one to the finish is the winner. <p>Author's Purpose</p> <p>P-Persuade I-Inform E-Entertain</p> <p>Finish- Cross your path</p> </div> <ul style="list-style-type: none"> Slide To A Slice of Author's Purpose game: <ul style="list-style-type: none"> https://docs.google.com/file/d/0B1sDW2Uv7dzKOTAwMDRiZWMTNGE3OS00MjI0LTk2Y2YtOTRmN2MxNGQ0ZWUy/edit?hl=en_US

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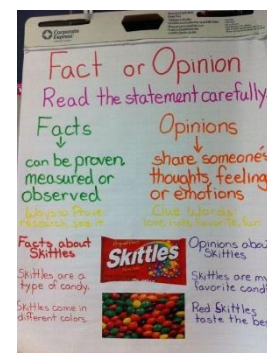
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	Day 2 Fact vs. Opinion
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W.2.2: Write informative/explanatory texts in which they introduce a topic, <i>use facts and definitions</i> to develop points.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> Students will be able to tell the difference between a fact and an opinion. Students will identify facts in an informative text.
Materials/Resources	<ul style="list-style-type: none"> YouTube Video – Fact vs. Opinion - http://www.youtube.com/watch?v=fnFnWWAnlkw Fact vs. Opinion PC game Binky’s Facts and Opinions - http://pbskids.org/arthur/games/factsopinions/ Mentor text (teacher chosen from <i>CA Treasures</i>, use a previously read text, or “Facts About Baby Wolves”.) Fact vs. Opinion Anchor Chart (Teacher created) Fact vs. Opinion Anticipation/Reflection Guide Skittles (or any similar candy) <i>I have...Who has?</i> game (Three Facts and an Opinion) http://www.teacherspayteachers.com/Product/Three-Fact-and-Opinion-Games-with-Recording-Sheets-227931
Vocabulary Acquisition	<ul style="list-style-type: none"> Fact Opinion True Statements
Academic Language	<p>Which of the following statements is a fact? Which of the following statements is an opinion? Can this statement be proved true or false? If this statement can be proved true or false, how can it be checked? It is a fact that I can check the fact by ...</p>
Formative Assessment	Use the Informative Writing along with the Periodic Assessment Informative Writing Rubric included in this lesson series.

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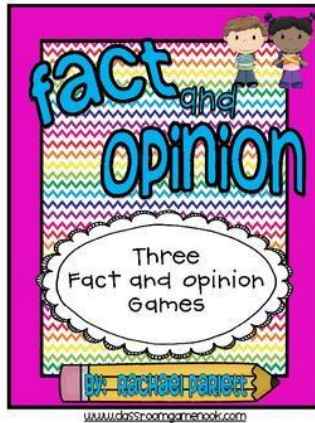
On demand performance assessment prompt for informative writing	Anticipation/Reflection Guide
<p>Lesson Sequence</p> <p>Students review the difference between fact and opinion. The class works together to create a chart showing facts and opinions about Skittles.</p> <p>Lesson Sequence</p>	<p><i>Please spread this series of lesson through several days as needed depending on the needs of your students.</i></p> <p><u>New Concept:</u> Introduction of Fact vs. Opinion</p> <p>Whole Group: Explicit Instruction</p> <ol style="list-style-type: none"> 1. <i>Sample Teacher Talk:</i> Today, we are going to learn the difference between fact and opinion. First, I would like to know how much you already know about facts and opinions. 2. <i>Anticipation/Reflection Guide</i> - Have students complete the BEFORE part of the Anticipation Guide. Collect so that it can be revisited at the conclusion of the minilessons. 3. Teacher introduces Fact vs. Opinion using Fact vs. Opinion Anchor Chart 4. <i>Watch video:</i> YouTube Video – Fact vs. Opinion - http://www.youtube.com/watch?v=fnFnWWAnlkw <p>Whole Group: Modeled Instruction</p> <ol style="list-style-type: none"> 5. Students review the difference between fact and opinion. The class works together to create a chart showing facts and opinions about Skittles. (Use a Tree Map or a more familiar graphic organizer). (AGO, PP). <p>Whole Group: Guided Practice</p> <p><i>Teacher:</i> Let's read an informational text and pull out facts from the text.</p> <ol style="list-style-type: none"> 6. <i>Four Squares</i> – Have students fold a piece of paper into fours. Each fourth will be filled in with a fact from the informational text and accompanied by a picture.



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	<p>7. Read Mentor text (teacher chosen) (use appropriate MELD reading strategy such as Choral Reading or Echo Reading)</p> <p>8. Record four facts in the Four Squares paper and illustrate. Do this as a whole class activity.</p> <p>9. Discuss and Share Out the four facts. Use an appropriate DP to have students share out. Model appropriate academic language if students are having difficulty. (ALD)</p> <p>Partner Practice: Who has? (Can also be used as a Center)</p> <p>9. Students work in small groups to play / have...who has? to find facts and opinions. (CCLE)</p> <p>Available for free: http://www.teacherspayteachers.com/Product/Three-Fact-and-Opinion-Games-with-Recording-Sheets-227931</p>  <p>Whole Group: Wrap Up</p> <p>10. <i>Teacher:</i> Remember that facts are true statements that you can prove with evidence. Opinions are what people believe, but you might not be able to prove it.</p> <p>11. Anticipation/Reflection Guide - Have students complete the AFTER part of the Anticipation Guide. Collect it as a form of assessment. (Informal assessment opportunity)</p> <p>Extension/Center Activity:</p> <p>Students can play Fact vs. Opinion PC game Binky's Facts and Opinions - http://pbskids.org/arthur/games/factsopinions/</p>
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	Day 3: Note taking
Common Core Objective(s) CCSS Domain CCSS Standard	<p>RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL 2.1: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>W.2.4: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> • Students will be able to annotate informational text in order to deeply examine text with a critical eye. • Students will be able to use a graphic organizer to record facts and details relevant to a specific topic. • Students begin prewriting by collecting facts about black bears.
Materials/Resources	<ul style="list-style-type: none"> • Photocopies of “The Life Cycle of Black Bears” from <i>California Treasures Wonders</i> content reader p. 48-49 (1 per student) • Copies of Reader’s Theater Script (1 per student) • Video: “Black Bear” https://www.youtube.com/watch?v=HGPHFK7Yi_w • Text annotation handout • Paper and pencils • Depth and Complexity T-chart
Academic Language	<ul style="list-style-type: none"> • Graphic Organizer • Depth and complexity icons • T-Chart • Details • Key Vocabulary • Contrastive Analysis • Situational Appropriateness
Evaluation/Assessment	Informal assessment using teacher observation and anecdotal records.
Instructional	<u>New Concept:</u> Note taking

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Strategies	<p>Whole Group</p> <p>Students are introduced to two note taking strategies during the day's lesson. The first strategy involves students making annotations on text using a variety of symbols.</p> <ol style="list-style-type: none"> 1. Students are given handouts with various symbols used to annotate text. (See Resources) 2. Each student is given a copy of "The Life Cycle of Bears." (Copies can be made for classroom use from the <i>Wonders</i> California Content Reader.) 3. As the class works together to read the text, the teacher pauses periodically. During that time, students are asked which annotations they would like to make in the text. <p>The second note taking strategy is introduced to students involving a T-Chart displaying Depth and Complexity icons. Students learn strategies for note taking while watching a video about Black Bears. (https://www.youtube.com/watch?v=HGPHFK7Yi_w) (AGO)</p> <ol style="list-style-type: none"> 1. The video "Black Bear" by Joseph De Sarle is played in its entirety for the class to familiarize students with the video. 2. The second time the video is played, the teacher pauses periodically to work with students to add key details and vocabulary to their T-charts. Students explain their rationale for making those choices. (IG) <p>Small Group:</p> <ol style="list-style-type: none"> 1. Students are asked to discuss the two note-taking strategies. They discuss how each strategy is used, which strategy they prefer, and how the strategies are appropriate in different situations. Students use "Musical Shares" to share information with each other. (DP). 3. The teacher uses "Pick-a-Stick" to select students to share what they discussed with the whole group. (PP, IC)
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	<p>Independent Work:</p> <ol style="list-style-type: none"> 1. A reader's theater about black bears is performed by older or more proficient readers. During that time, students use annotation symbols or a depth and complexity T-chart to take notes on key ideas and vocabulary. Students decide based on which strategy they prefer. 2. Students use "Give One, Get One" (DP) to share what they learned from the reader's theater and gain additional facts from their classmates.
Extension	<ul style="list-style-type: none"> • Students use California <i>Treasures</i> nonfiction practice readers to practice note taking skills.

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	Day 4: Contrastive Analysis Review/Prewriting
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W.2.7: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.3a: Compare formal and informal uses of English.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> • Students will create a plan for informational writing. (Prewrite) • Students will be able to recognize and translate Home Language to Standard English. • Students prewrite using the Four Squares.
Materials/Resources	<ul style="list-style-type: none"> • Copies of “The Graduation Game” (1 per group) • Sentence Strips • Pocket chart • Students’ notes from the previous day’s lesson on note-taking. • Unlined paper (1 per student)
Academic Language	<ul style="list-style-type: none"> • Linguistic feature • Translate • Standard English • Home Language • African American Language • Graphic Organizer
Instructional Strategies	<p><u>Review Concepts:</u> Contrastive Analysis</p> <p>Whole Group:</p> <p>1. Students are told they will work to review previously taught linguistic features. (Past Tense Copula, Plural Marker, and Possessive Marker). When as they review their writing, they may see examples of Home Language in their writing. <u>Since the audience for which they are writing may not be fluent in the language of their home, they have to be sure to write in Standard English.</u> We want them to be able to understand the information we are sharing with them. (CA)</p>

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	<p>2. The teacher displays sentence strips naming one of the lesson's targeted linguistic features. After the feature is named, an example is displayed on a sentence strip. Students are to look carefully at the sentence and share what they notice. Students are selected after they "Raise A Righteous Hand". Students are selected to translate the sentence. Then the teacher displays the sentence translated into Standard English so students can confirm their answers. The class is asked to take notice of any changes that have occurred. Students are asked to discuss the differences between both language forms using "Think-Pair-Share". This process is repeated for each linguistic feature reviewed during the lesson. (IC, CA)</p> <p>Small Group:</p> <ol style="list-style-type: none"> 1. Each group is given index cards with various sentences written in African-American language featuring the plural marker, possessive marker, and past tense copula. Each group works together to name the linguistic feature and provide a translation. "Numbered Heads Together" is used to share group answers with the whole group. (PP, CCLE, CA) 2. The teacher introduces "The Graduation Game" (appendix) to students. The rules of the game are modeled for the class with a student volunteer. (CA) 3. Students work in small groups to play "The Graduation Game". (CCLE) <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. Students complete activity sheet identify targeted linguistic features and translating the sentences to Standard English. <p><u>Writing Time:</u> Prewrite</p> <p><i>During this session, students will create a <u>prewrite</u> for their informative writing piece about black bears.</i></p> <p>Whole Group:</p> <ol style="list-style-type: none"> 1. The teacher informs students that during today's writing session, they will begin the first step for creating their writing piece. They will create the prewrite for their informational piece
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	<p>about black bears.</p> <ol style="list-style-type: none"> Students are asked to take out all the notes they have taken about black bears. They review their notes. As they review their findings, they will choose the four most important facts about black bears and place a star next to the items they select. They will make a “Silent Appointment” (DP) with a classmate to share their most important facts explaining why they deemed them the most important. (This step can be repeated so students may be exposed to multiple opinions.) When this discussion protocol ends, the teacher uses the attention getting signal, “When I Move, You Move”. This signal prompts students to transition back to their seats. Students are then asked to look at the items they placed a star next to. They can feel free change their minds about which facts are the four most important. They may have changed their minds after hearing their peers’ choices. They can cross out the stars next to facts they want to delete and place a star next to any new fact they have chosen, but they can only have four facts. (Informal Assessment Opportunity) Four Squares Prewrite: Unlined sheets of paper are distributed to students. They are directed to fold their paper into four boxes using the procedure described during Day 1 of this lesson. They will trace the folds they have created and draw an illustration representing each of the four facts they selected. After they have drawn their picture, they will write a sentence about their fact. (AGO) Students who complete their assignment before the end of the session may play “The Graduation Game” in small groups. (CC) When time is up the teacher will use the West African Chant attention getting signal, “Ah-go” (Pay attention) and students will respond with, “Ah-may” (We are listening.) Students are told they will use today’s work to begin creating their informational writing piece. They are given directions to place their prewrite in their writing folder and clean up any areas where they have been working. While students do this, the song “Car Wash” by Rose Royce is played. (MCC)
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	Day 5- Informational Leads/Drafting Part I
Common Core Objective(s) CCSS Domain CCSS Standard	W.2.2: Write informative/explanatory texts in which they <i>introduce a topic</i> , use facts and definitions to develop points, and provide a concluding statement or section.
Essential Question "Big Idea"	<i>"What is informational writing?"</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> Students will be able to construct leads as part of an introduction to an informational writing piece. Students will draft the lead/introduction to their informational writing.
Materials/Resources	<ul style="list-style-type: none"> Students will need their prewrite from the previous day's lesson. Writing paper Anchor chart listing various types of leads. (Teacher created) Anchor chart for Writing Behaviors (Teacher created)
Instructional Strategies	<p><u>New Concepts:</u> Informational Leads/Introduction</p> <p>Whole Group:</p> <ol style="list-style-type: none"> Students are reminded that good writing always begins with a lead. A lead is at the beginning of a writing piece and makes the reader excited about reading more. The teacher can make a connection to the beginning of a good movie where something exciting happens and you can't wait to see what happens next. The teacher introduces leads specific to informational writing. An anchor chart listing the various strategies for creating leads is displayed. They are as follows: <ol style="list-style-type: none"> <i>"Let me teach you all about..."</i> <i>"I know all about..."</i> <i>"Have you ever wanted to learn about/how...?"</i> <i>Relate the topic to recent news.</i> <i>Let people know you are an expert.</i> The teacher lets students know she/he is an expert on a particular topic and models how to create examples of each lead based on the topic with which he/she is familiar. Examples are provided below:

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	<p>a. <i>"Let me teach you all about quilting."</i></p> <p>b. <i>"I know all about quilting."</i></p> <p>c. <i>"Have you ever wanted to know how quilts are created?"</i></p> <p>d. <i>"Last week, there was an exhibit of quilts at the local museum."</i></p> <p>e. <i>"I have been quilting for five years and I would like to share my knowledge about quilting."</i></p> <p>Small Group:</p> <p>4. The teacher states that she/he knows the students in his/her class each have knowledge about a specific topic. For example students may be an expert on Angry Birds, dinosaurs, cheerleading, piano, or football. They will think about a topic with which they are familiar. After students are provided with a "Moment of Silence" (PP) to think, they will share their area of expertise using "Whip Around". The teacher records responses on circle map. <u>SAVE THIS CIRCLE MAP. IT WILL BE USED AGAIN ON DAY 8. (PP, AGO)</u></p> <p>5. Students will work in groups. Each group will select a topic from the circle map created. Students will work in cooperative groups to construct a lead for the topic selected. Each student will be given an opportunity to contribute by using "Put Your Two Cents In" (DP) Groups will work on constructing leads for 5 minutes. When time is up, students will be selected to share what their group wrote. "Roll 'Em" will be used to select speakers for each group. (PP)</p> <p><u>Writing Time:</u> Writing Leads/Introduction</p> <p><i><u>During this portion of the lesson, students will create an introduction/lead for their informative writing piece about black bears.</u></i></p> <p>6. Students will be given the charge to use any one of the types of leads to create the introduction for their informational piece about bears. A "Moment of Silence" (PP) is observed while students write their leads. During this time, students make sure they observe the guidelines for Writing Behaviors.</p> <p><i>Writing Behaviors Chart</i></p> <ol style="list-style-type: none"> 1. Stay in one place. 2. Work quietly. 3. Write the whole time. 4. Underline words we're not sure how to spell and move on.
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	<p><u>Technology Enhancement:</u> <i>For 1:1 iPad classrooms, students may draft in Pages or in Notability. To publish (Day 10), students may “Select All” and “Copy”, then “Paste” into StoryKit or Kidblog.</i></p> <p><u>Revision Time:</u> Evaluate Leads/Introduction</p> <p>Share Out</p> <p>7. At the end of the writing time, students share their leads using a “Whip Around” (PP). The teacher provides feedback as needed and may call on other students to support their classmate by helping them revise the lead. After each student finishes sharing, students respond by snapping their fingers three times.</p> <p>Wrap Up</p> <p>8. After students have shared their writing the teacher provides feedback to the group about the day’s work. They are told that on the next day, they will add details to their writing. They will put their writing in their writing folder.</p>
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Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

Created by Regina Myles (74th Street Elementary) and Thuong Ha (Y.E.S. Academy), LAUSD AEMP, 2014

	Day 6: Transitional Phrases/Drafting Pt. II
Common Core Objective(s) CCSS Domain CCSS Standard	<p>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>W.2.2: Write informative/explanatory texts in which they <i>introduce</i> a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<p>Students will use transitional words and phrases in their writing.</p> <p>Students will draft the body of their informational writing.</p>
Materials/Resources	<ul style="list-style-type: none"> • YouTube Video – From Pong to Today, Transitions by Flocabulary - http://youtu.be/3m894gzYQc4 • Transitional Words Tree Map from <i>Write From the Beginning</i> (copies for all students) • Writing Sample for Revision on Chart Paper– Teacher created paragraph to model revising for transitional words and phrases. 3-4 short sentences. • Writing Sample for Guided Practice on Chart Paper – Teacher created paragraph for use during guided practice. 3-4 short sentences. • Writing Rubric and Checklist for review • Four Squares Prewrite from previous days • Communication Guide • “Penny for Your Thought: Transitional Words Edition” Revision Game

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Academic Language	<ul style="list-style-type: none"> • Transitional words • Revising • Revision • Phrases • I suggest... • A good transitional word to use here is...because...
Formative Assessment On demand performance assessment prompt for informative writing	Informal assessment using teacher observation and anecdotal records.
Lesson Sequence	<p><u>New Concept:</u> Introduction to Transitional Words</p> <p>Whole Group: Explicit Instruction</p> <p><i>Sample Teacher Talk:</i> Today, we are going to learn how to use transitional words to make our writing flow better and help organize our writing.</p> <p>1. <i>Prior Knowledge:</i> Begin a class Tree Map of transitional words and phrases. Ask students for any transitional words they already know. (AGO, DP)</p> <p>2. <i>Watch video:</i> YouTube Video – From Pong to Today, Transitions by Flocabulary - http://youtu.be/3m894gzYQc4</p> <p>3. Watch the video again and pause video to add to class Tree Map of transitional words and phrases using new words found in the YouTube video. (AGO, DP)</p> <p>Whole Group: Modeled Instruction</p> <p>4. Teacher models revising for transitional words and phrases using Writing Sample for Revision. Use Think-Alouds to model when it's appropriate to use certain transitional words and phrases. Remember to model different transitions and encourage students to go beyond <i>First, Next, Finally</i>.</p> <p>Whole Group: Guided Practice</p>

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	<p>5. Pass out <i>Transitional Words Tree Map</i> and have students add to their resources folder or writing folder. (AGO)</p> <p>6. Use the Writing Sample for Guided Practice during whole group instruction. Elicit student responses using appropriate (DP) and (PP) such as TPS, Moment of Silence, and Pick a Stick. Have students explain why they would choose their particular transitional word or phrases. (IC) If students are not able to explain why, praise the student for choosing an appropriate word and tell them why it's a good choice.</p> <p><u>Writing Time:</u> Drafting II</p> <p><i>During this session, students will create a <u>draft</u> for their informative writing piece about black bears. May take several sessions.</i></p> <p>7. Review Rubric, Writing Checklist, and Mentor Checklist with the students. Remind them that good writers make sure they have these features in their writing.</p> <p>8. Have students take out their notes, particularly their Four Squares Prewrite. Looking at their four main facts about bears, have students draft the body of their informational text. Use the suggested Communication Guide to prompt students who have difficulty getting started. Prompt students to add transitional words to their draft. (Over-the-Shoulders teacher conferencing opportunity)</p> <p><u>Revising Time:</u> Revise for Transitional Words with a Partner (Can also be used as a Center)</p> <p>8. Use "Penny for Your Thought: Transitional Words Edition" Revision Game. Teacher models how to play first. Students work with a partner to revise each other's draft to include transitional words and phrases. Have students underline the transitional words and phrases in their partner's draft. (CCLE) (Informal Assessment Opportunity)</p> <p>Share-Out</p> <p>Have students write down favorite transitional word or phrases that they helped a partner add to their writing. Then, use a (PP) to share out. Remind students to explain why that particular transition is appropriate. (IC) Praise student for their choice and tell them why it's a good choice if they are not able to articulate why. (Informal Assessment Opportunity)</p>
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	<p>Wrap Up</p> <p><i>Teacher:</i> Remember that transitional words and phrases can help us organize our writing and make it flow better.</p>
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	Day 7: Strong Conclusions/Drafting Day III
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and <i>provide a concluding statement or section.</i></p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> • Students will be able to draft conclusions for informational writing. • Students complete drafts.
Materials/Resources	<ul style="list-style-type: none"> • Student writing samples from pre-assessment. • Cool Conclusions Chart (Teacher created) • “Penny for Your Thought: Strong Conclusions Edition” Revision Game • Pencil • Paper
Academic Language	<ul style="list-style-type: none"> • Conclusion • Revising • Revision • A strong conclusion you can use here is ...because...

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<p>Instructional Strategies</p>	<p><u>New Concept:</u> Strong Conclusion</p> <p>Whole Group:</p> <p>1. The teacher congratulates students for making it to the last and final step of completing their drafts. When they began writing their drafts, they created a lead for their writing piece but, now they will begin to work on creating a conclusion. A conclusion is just as important as a lead because it reminds the reader about why your topic is interesting or important. Writing needs a strong finish, almost like when an entertainer finishes a great performance. (To illustrate this point, the teacher can lean to one side and cross their arms.) Ask students what kind of pose their favorite entertainer makes when they finish their favorite song. (Students will demonstrate the pose after the teacher gives a gentle reminder that the pose should be appropriate for school) (MCC). A great conclusion is like the ending of a great performance, it wraps up your writing and leaves the reader mesmerized.</p> <p>2. Students will be introduced to 3 types of conclusions.</p> <p>Cool Conclusions Chart</p> <p>a. Prediction: The next time you _____ you will know _____...</p> <p>b. A strong statement: _____ is/are _____!</p> <p>c. Hopes and wishes: After reading what I wrote about _____, I hope _____.</p> <p>3. A sample of student work will be used to model how to write a strong conclusion. (Prior to this lesson, teacher will have asked for the student's permission to share their writing with the class.)The teacher will use a writing sample from the pre-assessment to demonstrate how to construct a strong conclusion. The writing sample will be read aloud and the class will work together to write each type of conclusion.</p> <p>Small Group:</p> <div data-bbox="1015 346 1404 871"> <p>Story Endings to Tie Up My Piece</p> <p>Directions: Write a concluding sentence for your story using each of the strategies below.</p> <p> Question _____</p> <p> Gettacher _____</p> <p> Hopes & Wishes _____</p> <p> Repeat the Introduction _____</p> <p> Moral _____</p> <p> Advice _____</p> <p><small>© 2013 Stephanie Van Houten @ www.2ndGradeThuganigans.com</small></p> </div>
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	<p>1. Students work together to create a conclusion for various teacher-provided paragraphs. Groups share their responses with the entire group using “Numbered Heads Together”. (PP, CCLE)</p> <p><u>Writing Time:</u> Strong Conclusions</p> <p><i>During this portion of the lesson, students will create a <u>conclusion</u> for their informative writing piece about black bears.</i></p> <p>Independent Practice:</p> <p>1. Students write a conclusion for their drafts.</p> <p><u>Revising Time:</u> Revise for Strong Conclusions with a Partner (Can also be used as a Center)</p> <p>8. Use “Penny for Your Thought: Strong Conclusions Edition” Revision Game. Teacher models how to play first. Students work with a partner to revise each other's draft to include a strong conclusion. (CCLE) (Informal Assessment Opportunity)</p> <p>Share-Out</p> <p>Have students use a (PP) to share out a strong conclusion they helped a partner revise. Remind students to explain why that particular conclusion is strong. (IC) Praise student for their choice and tell them why it's a good choice if they are not able to articulate why. (Informal Assessment Opportunity)</p> <p>Wrap Up</p> <p><i>Teacher:</i> Remember that a strong conclusion can help us wrap-up our writing and reminds the reader about why our topic is interesting or important.</p>
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	Day 8 Content Specific Vocabulary/Revising
Common Core Objective(s) CCSS Domain CCSS Standard	<p>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> Students will revise drafts of their writing making sure to include content specific vocabulary.
Materials/Resources	<ul style="list-style-type: none"> Circle Map from Day 5 Tier I, Tier II, Tier III Tree Map Personal Thesaurus (Available for download at the AEMP website http://bit.ly/1mBznhP) Personal Dictionary (several copies for each student, or have students create their own)
Vocabulary Acquisition	<p>The following Tier 3 vocabulary will be explored using through the use of The Personal Dictionary.</p> <ul style="list-style-type: none"> cub environment survive population trait den life span
Academic Language	<ul style="list-style-type: none"> Content specific vocabulary Revising Revision Tier I, Tier II, Tier III vocabulary
Lesson Sequence	<i>This lesson has been adapted from <u>Units of Study in Opinion</u>.</i>

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	<p><u><i>Information, and Narrative Writing: A Common Core Workshop Curriculum.</i></u> This lesson may need to be delivered over the course of two days.</p> <p><u>New Concept:</u> Content Specific Vocabulary</p> <p>Whole Group:</p> <ol style="list-style-type: none"> 1. The teacher explains that during the day's lesson the class will focus on revising their writing for more detail and that every expert uses terms specific to their field of study to let readers know they <i>really</i> know what they are talking about. These are terms that may not be understood by non-experts. The teacher provides an example of terms specific to teaching such as assessment, rubric, minilesson, graphic organizer, and protocols. Mostly teachers use these terms and people outside of school may not be familiar with these words. 2. The teacher lets students know that students' conversations are often overheard. During those conversations, a great deal of content-specific terms are used, therefore the teacher can tell the students are experts. Next, the teacher revisits the circle map from day 5 which lists students' areas of expertise. Students "Raise a Righteous Hand" to add more topics the circle map. The teacher records additional student responses. (PP, MCC) 3. The teacher explains the difference between the various types of vocabulary speakers and writers use. Tier 1 vocabulary words are words we hear all the time like the words "happy" or "sad". Tier 2 vocabulary words are words that mature speakers and writers use. These are words we often come across when we read our anthology and can include our weekly vocabulary words. An example of a Tier 2 word would be "elated". Tier 3 vocabulary is very specific to a subject area and we don't often come across those words unless we are studying a certain topic. Examples of a Tier 3 words would be "addend", "sum", or "chrysalis". We only use those words when we are studying math or science. The difference between each level of vocabulary will be illustrated using a tree map. (ALD, AGO.) <p>Small Group:</p> <ol style="list-style-type: none"> 1. Students are divided into groups by their seat numbers. Each group is sent to a designated area and members select a cooperative group role using the method of the teacher's choice. Member roles must be selected in a designated amount of time. At the end of that
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time, the teacher uses an attention getting signal such as, “When I say ‘Holler’, you say, ‘Back’”. The directions for the task are given. Each group is given the task to select an area of expertise from the circle map created by the class. The groups create a list of Tier 3 vocabulary for their topic within a designated amount of time. When time is up, the teacher uses the following attention signal. (Teacher: Hold up! Students: Wait a minute!) The next step for the task is given. This involves each group creating one or two sentences using words from their list. After that task is completed, the attention getting signal is used once again. Then, the reporter for each group is asked to share their group’s list. Students give silent applause in response to each group’s work. Students go back to their seats using, “When I move, you move...” as a transition. **(CCLE, DP, MCC, ALD, AGO, IC)**

2. Students take out the articles, notes, prewrites and drafts used for the informative writing assignment. Students are asked to locate Tier 3 vocabulary words encountered while learning about Black Bears that can be used in our discussions and writing. The “Pick a Stick” protocol is used to select students. **(PP)** Their responses are recorded as a list. **(AGO, IC)**

Independent Work:

1. The teacher reviews the Personal Dictionary. The Personal Thesaurus is used to record Tier 2 words used while speaking or writing, while the personal dictionary is used to record Tier 3 vocabulary used by experts on a specific subject. The procedure for using The Personal Dictionary is used. Students work to create a Personal Dictionary entry of their choice. **(AGO, ALD)**

Personal Dictionary-Tier 3 Vocabulary	
Academic Term: Metamorphosis	Personal Illustration:
Personal Connection:	Personal Definition: (Compare to the technical definition for accuracy)

Revising Time: Content Specific Vocabulary

2. Students are given the charge to look through their drafts locating places where they can insert Tier 3 vocabulary. The rules for independent writing time are reviewed. Students work independently to revise their writing while the teacher conferences with individual students.

Share-out

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	<p>3. At the end of the lesson, students are asked to share something they have learned during the lesson using “Musical Shares”. (DP) After students return to their seats, “Pick a Stick” is used to select students to share what was learned with the entire class. (PP)</p>
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	Day 9 Simple and Compound Sentences/Revising and Editing
Common Core Objective(s) CCSS Domain CCSS Standard	L2.1.f: Conventions of Standard English – Produce, expand, and rearrange complete simple and compound sentences.
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> • Students will understand the difference between simple and compound sentences. • Students will write simple and compound sentences using conjunctions (and, but, or). • Students revise and edit draft.
Access Strategies / Protocols Incorporated into this lesson	MCC, CCLE, IC, ALD, PP, Think-Pair-Share, Pick a Stick
Materials/Resources	<ul style="list-style-type: none"> • FANBOYS Conjunctions Anchor Paper (teacher made) • Sentence Frames Anchor Paper (teacher made) • Simple and Compound Sentences Examples (use on projector or make a big chart) • Combining Simple Sentences (use on projector or make a big chart) • Sentences Combining Game (student copies, scissors, envelopes to keep strips) • Game “Penny for Your Thought: Compound Sentences Edition” • Video Schoolhouse Rock's Conjunction Junction video on YouTube http://bit.ly/1qkGOdn • Video Spot and Crazy Monkey's Compound Sentences on YouTube http://bit.ly/1cLwAtD • Video Flowcabulary's Conjunctions (WARNING: uses the word “butt” in the song) http://www.youtube.com/watch?v=ISKd_4-Qrps • Video “Revision Joseph with Kayla.mp4”

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Academic Language	<ul style="list-style-type: none"> • Simple sentences • Compound sentences • conjunctions • revise • edit • Today, I learned...
Formative Assessment On demand performance assessment prompt for informative writing	Informal assessment using teacher observation and anecdotal records.
Lesson Sequence	<p><u>New Concept:</u> Conjunctions, Simple and Compound Sentences</p> <p>Whole Group</p> <p>1. Teacher introduces conjunctions.</p> <p><i>Sample Teacher Talk:</i> Today, we are going to learn these conjunctions. What are they called? Let's read them together... (refer to FANBOYS teacher created anchor paper) Conjunctions help us turn simple sentences into compound sentences. We will focus on three conjunctions: <i>and, or, but</i>. (ALD)</p> <p>2. Watch video: Schoolhouse Rock's Conjunction Junction on YouTube http://bit.ly/1qkGOdn (MCC) (or use Flowcabulary's Conjunctions video. You may use both as appropriate for your students.)</p> <p><i>Teacher:</i> What are some conjunctions? And – But – Or...</p> <p>3. <i>Teacher:</i> Conjunctions are useful to turn simple sentences into compound sentences to make our writing more interesting and flow together smoothly. Let's look at some examples. (Refer to the Simple and Compound Sentences Examples. Discuss with students the</p> <div data-bbox="1068 930 1404 1413" data-label="Image"> </div>

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	<p>different sentences. Point out the comma. Keep this short.) Use appropriate (PP).</p> <p>4. <i>Teacher:</i> Let's watch another video to see how simple and compound sentences work.</p> <p>Watch video: Spot and Crazy Monkey's Compound Sentences on YouTube http://bit.ly/1cLwAtD</p> <p>5. Think-Pair-Share: Why are conjunctions useful? (IC) (Informal assessment opportunity.) Pick-a-stick to share out (PP)</p> <p>Whole Group: Guided Practice</p> <p>6. <i>Teacher:</i> Let's turn some choppy simple sentences into smooth compound sentences. (Refer to Combining Simple Sentences Worksheet. Do whole group. Use an appropriate participation protocol (PP) such as Think-Pair-Share combined with Roll 'em.)</p> <p>Partner Practice: Sentence Combining Game (Can also be used as a Center)</p> <p>7. Model for students how to play the game. (CCLE) (Informal assessment opportunity) Walk around, observe, and ask students guiding questions during the activity.</p> <p>Revising Time: Revise for Compound Sentences with a Partner (Can also be used as a Center)</p> <p>8. Use Sentence Lifting to do a whole group revision of one student's writing (with student's pre-approval) to model making compound sentences. Have students revise their own writing, looking for simple sentences and turning them into compound sentences where appropriate.</p> <p>9. Use "Penny for Your Thought: Compound Sentences Edition" Revision Game. Teacher models how to play first. Students work with a partner to revise drafts making sure to include compound sentences. (CCLE) (Informal Assessment Opportunity)</p> <p>Teacher-Student Conferences:</p> <p>While students revise drafts, teacher meets with targeted students writing conferences. Focus on the writing elements taught</p>
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	<p>(Introduction, Conclusion, Content-specific vocabulary, etc.).</p> <p><u>Technology Enhancement:</u> <i>For 1:1 iPad classrooms, use Explain Everything to record the conference so that students can review the conference repeatedly as they make revisions. Teachers can take a screencap of students' drafts and import into Explain Everything. Watch the sample video "Revision Joseph with Kayla.mp4" to see an example of a peer-to-peer revision done in Explain Everything.</i></p> <p>Wrap Up</p> <p><i>Teacher:</i> Remember that conjunctions (and-but-or) are useful. They help us combine choppy simple sentences in smooth compound sentences. (Thumbs up/thumbs down). Who feels that they can make compound sentences? (Informal assessment opportunity) What did you learn today about conjunctions?(ALD)</p>
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	Day 10 Features of Informational Text (Captions, Headings, Illustrations)/Publishing
Common Core Objective(s) CCSS Domain CCSS Standard	<p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p> <p>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
Essential Question “Big Idea”	<i>“What is informational writing?”</i>
MELD Lesson Objective(s): (Intended Student Learning Outcomes)	<ul style="list-style-type: none"> • Students will learn about informational text features. • Students will publish informative text • Students will celebrate their writing.
Academic Language	<ul style="list-style-type: none"> • Text features • caption • heading • illustration • table of contents • title • title page • index • glossary • bold • italics
Materials/Resources	<ul style="list-style-type: none"> • <i>Wonders</i> California Content Readers • <i>California Treasures</i> anthology • <i>Informational Text Feature Scavenger Hunt</i> (in Resources) • Anchor chart of required text features (headings, key words, illustrations, and captions) or “Non-Fiction Text Features posters created by Deana Kahlenberg (available for free: http://www.teacherspayteachers.com/Product/Non-Fiction-Text-Features-Posters-219255) • Publishing paper of the teacher’s choice. This will be used to create their books. Various paper choices are available on the <i>Units of Study in Opinion, Information, and Narrative Writing</i> Resources CD-ROM.



AEMP Access Strategies: Making Cultural Connections (**MCC**), Contrastive Analysis (**CA**), Communal Cooperative Learning Environments (**CCLE**), Instructional Conversations (**IC**), Academic Language Development (**ALD**), Advanced Graphic Organizers (**AGO**)

Responsive Classroom Management: Discussion Protocols (**DP**) Participation Protocols (**PP**)

	<p>For iPad classrooms</p> <ul style="list-style-type: none"> • StoryKit http://bit.ly/P5v7ck • Kidblog http://bit.ly/Qta7NO <p>For computer classrooms</p> <ul style="list-style-type: none"> • http://www.kidblog.org
Instructional Strategies	<p><u>New Concepts:</u> Informational Text Features</p> <p>Whole Group</p> <p>1. The teacher states that during today's lesson, students will learn about features of informational text. These features differ from features we see in narrative text. When an author writes a narrative, they want to entertain the reader so, the text consists of illustrations of the story's events. When an author writes an informative piece, their purpose is to teach the reader about something. The informational text features help the author achieve their purpose.</p> <p>2. The teacher displays an anchor chart listing the various informational text features with an example (ALD). The characteristics and function of each feature is explained. (Title page, table of contents, index, heading etc.)</p> <p>Small Group: Scavenger Hunt</p> <p>1. Next, the teacher tells students they will work in teams to complete a scavenger hunt. Table teams will work together to find examples of the listed text features in their <i>California Treasures</i> anthology or their <i>Wonders Content Reader</i>. The <i>Informational Text Feature Scavenger Hunt</i> (appendix) is distributed to students. The teacher displays the graphic organizer and explains that students will complete the scavenger hunt. On the graphic organizer, they explain how the feature helps the reader. (AG)</p> <p>2. Group roles are assigned and members work together to complete the graphic organizer. Each group has one talking stick. Only the person holding the talking stick may speak which prevents team members being interrupted. (CCLE, AGO, IC)</p> <p>3. When groups have completed their graphic organizers, the</p>

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	<p>teacher uses “Numbered Heads Together” (PP) to acquire examples of text features for a classroom chart. Students “Raise a Righteous Hand” (PP) and use “Talk Moves” to provide classmates with feedback about their explanation of how the text feature helps the reader. (IC)</p> <p><u>Writing Time:</u> Publishing Book</p> <p><i>During this session, students will <u>publish</u> their informative writing piece about black bears. This step will take several sessions.</i></p> <p>Independent Work</p> <ol style="list-style-type: none"> 1. Students are told when they publish their informational writing and they will include some of the text features. (Point out they will not need to use every feature. They will use only those most useful for their writing piece.) The required text features are headings, key words, illustrations, and captions. 2. Students review the Writing Rubric and Checklist. Teacher reminds students to make sure their writing meets all the criteria. Students review the Mentor Text to have a clear vision of what their writing should look and sound like. 3. Publishing paper is distributed to students. <i>They will work to complete the pages of their book, which will take several sessions.</i> (The title page and the table of contents can be completed during another session.) 4. For their illustrations, students may cut up their Four Squares Prewrite and tape or glue them to their publishing papers. Have students add appropriate captions. <p><u>Technology Enhancement:</u> <i>For 1:1 iPad classrooms, students may download the StoryKit app and publish their writing as a StoryKit book. Or, students may publish their writing as a Kidblog. Instead of typing everything in again, students can “Select All” their drafts, “Copy”, and then “Paste” into StoryKit or Kidblog.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Formative Assessment On demand performance assessment prompt for informative writing	<p>Collect students' published books and drafts upon completion and grade using the Informational Writing Rubric.</p> <p>Compare to the Pre-assessment to make instructional decisions for the next series of writing lessons.</p>

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